



An analysis of state data on the distribution of teaching assignments filled by highly qualified teachers in New York schools



Summary



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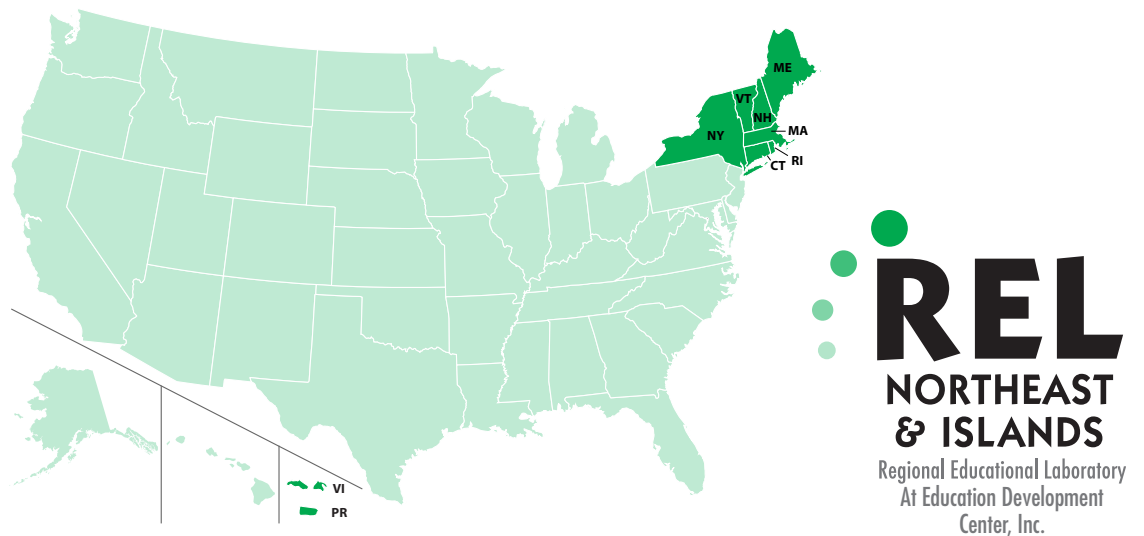
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Issues & Answers is an ongoing series of reports from short-term Fast Response Projects conducted by the regional educational laboratories on current education issues of importance at local, state, and regional levels. Fast Response Project topics change to reflect new issues, as identified through lab outreach and requests for assistance from policymakers and educators at state and local levels and from communities, businesses, parents, families, and youth. All Issues & Answers reports meet Institute of Education Sciences standards for scientifically valid research.

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An analysis of state data on the distribution of teaching assignments filled by highly qualified teachers in New York schools

New York rural schools and districts have a high percentage of core teaching assignments filled by highly qualified teachers, with only small differences across key factors such as school poverty and school need for improvement. Urban schools—particularly those in New York City—have fewer core assignments filled by highly qualified teachers.

Policymakers in the Northeast and Islands Region have requested more information on their teaching workforce as they develop plans and programs to increase teacher quality and ensure equity in their schools. New York State Education Department representatives have also requested specific information on the needs of rural schools, which serve more than 330,000 students—about 12 percent of New York’s student population—and receive 14 percent of the state’s education funding. This report responds to those requests with a description and analysis of the distribution of highly qualified teachers in New York, focusing on rural schools.

This report addresses two research questions:

- What are the patterns in teaching assignments filled by highly qualified teachers

across urban, suburban, and rural districts in New York?

- In rural districts in New York how does the percentage of teaching assignments filled by highly qualified teachers vary by school poverty level, school level, school need for improvement, and subject matter?

Of the 542,290 core teaching assignments in New York, 93.6 percent are filled by highly qualified teachers. When core teaching assignments are broken down by location, 97.1 percent of rural assignments are filled by highly qualified teachers—more than the 83.5 percent of New York City assignments and the 95.8 percent of other urban assignments but less than the 98.1 percent of suburban assignments. New York City has consistently lower percentages of teaching assignments taught by highly qualified teachers in general and across variables such as poverty and school need for improvement.

When the analysis focuses only on rural schools, the distribution of highly qualified teachers by variables such as school poverty level, school level, and school need for improvement does not differ much—that is, most differences by location in the statewide

data disappear. For example, when only rural schools are examined, the difference between the percentage of core teaching assignments filled by highly qualified teachers in low- and high-poverty schools is only 0.4 percentage point.

There are, however, noticeable differences among subject areas in rural schools. In both middle and high schools foreign languages other than French and Spanish are taught by lower percentages of highly qualified teachers than other subjects are.

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